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ABSTRACT

After reviewing literature on Puerto Rican immigration and the mental health of Puerto Ricans residing in the mainland U.S., this paper describes a study conducted to determine the effects of migration on the self concept of forty young adult Puerto Ricans. Subjects were selected from an alternative high school in the Bronx, New York, and were administered the Rosenberg Self Esteem Scale in both English and Spanish. Nine measures of self concept were obtained. Data were analyzed by gender and by language dominance. No significant differences were found between English dominant and Spanish dominant subjects on any of the measures. However, on the "sensitive to criticism index" males reported themselves to be less sensitive to criticism than females. It is concluded that intercultural misunderstanding, and not migration, is responsible for problems in self esteem among Puerto Ricans. The questionnaire used in the study is appended to this paper. (Author/GC)

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THE EFFECTS OF MIGRATION ON THE PUERTO RICAN SELF-CONCEPT

A THESIS
PRESENTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
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IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS OF THE DEGREE
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BY

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CHAPTER I

INTRODUCTION

Puerto Ricans as a recently arrived group to this country have suffered the ill effects of up-rooting and adaptation to a new culture. They came in search of a better life; however, for many this has been unattainable.

Without a doubt, migration has left its imprint on the Puerto Rican people. To examine some of the psychological effects of migration will be the aim of this study.

Purpose of Study:

The adaptation from one culture to another leaves its traces. For some individuals, the transition is an easy one. For the majority, itis a painful ordeal. It entails separating from the security of the old, to the frightening uncertainties of the new. Puerto Ricans have had their share of hardships on their path toward adaptation. Professions dealing with any population should be aware of their plight in order to render them better services. This study undertakes to provide data which will be instrumental in understanding the effects of migration on the self-image of the Puerto Rican.

CHAPTER II

REVIEW OF THE LITERATURE

Puerto Ricans migrated to the mainland because they were dissatisfied with some aspect of their life in Puerto Rico. One of the main reasons was to improve their economic situation. (3, 9, 23, 24) Many of the migrants were from the rural areas, lacking an education or skills ; thus, employment opportunities were limited. Nevertheless, most migrants received higher wages upon arriving in the mainland as compared to their last job in Puerto Rico (24). They came with high hopes for a better life. However, the dream has not been achieved for many Puerto Ricans. Adjustment to the American way has been difficult for many of them. The Puerto Rican personality structure has been characterized as:

1. possessing a transcendental or idealistic view of the world (individualism as a notion of worth and uniqueness unrelated to the outer world or worldly success);

2. accepting a stratified social hierarchy (the acceptance of a class-structured society in which those with less power and authority own agreed-upon acts, and attitudes of deference and respect, to others more powerful than they);

3. stressing the concept of dignidad (dignity) in social relationships;

4. needing interaction in order to define the self (privacy neither valued nor desired; the opinions of others seem to weigh more than any internalized abstract code of behavior);

5. believing in dual sex standards and in the inferiority of woman;

6. practicing machismo, as a complex of attitudes and values having to do with maleness and male dignidad (machismo is tied more to the opinions of a man's peer group than to his inner sense of maleness);

7. exhibiting dependence, as an aspect of social life - often claimed as a central feature of the Puerto Rican character (16);

Effects of Migration:

In a study conducted by Columbia University in 1954 language proficiency was the most important factor in the adaptation of Puerto Ricans (24). In the same study, though the migrants were in need of help in several areas (housing, health, etc.) they were reluctant to approach an institution for help. Puerto Ricans usually rely on family and friends for resolving problems. A study of 162 pupils in 1 Manhattan school in the 12 months, April 1953 to March 1954, reported: rapidly adjusting 18%, normally adjusting 62%, poorly adjusting 20%(12). In a study of the migrants in Philadelphia (Olivero, 18), it was shown that Puerto Ricans suffer feelings of insecurity and not belonging. They see themselves as strangers and members of a minority group. It was found that they have little idea of how life is lived here on the mainland and are not prepared to deal with the new environment.

Fitzpatrick (7) evaluated the progress of the Puerto Rican. He found that women can find employment more easily than men. This gives the women economic independence, something they did not have before. If the husband is unemployed, his economic independence on his wife can have serious effects on the marriage. Also children on the mainland learn to be more self-assertive and aggressive, and this is viewed by the parents as disrespect. Puerto Rican children in Puerto Rico are generally taught to be submissive.

Valle Consultants (25), studied the use of mental health facilities by 213 Puerto Rican families on the Lower East Side of New York. They found that services were seriously inadequate especially in the areas of child care and family life services. 25% of the families reported that a family member had been treated for a mental disorder. One hundred twenty-three families (58%) have one or more members who are seriously or chronically ill; 345 such cases were reported. Digestive and/or intestinal ailments accounted for the largest number of illnesses. Interviewers reported unsual or bizarre behavior among many children. Signs of apathy, withdrawal, hyperactivity, and retardation were found. When the parents were questioned regarding their children's behavior, they merely responded that the children were kept home because they were having problems.

Many respondents stated that they suffered from nervousness and were using medication. Thirty-four cases of extreme nervousness requiring hospitalization were reported. In their summary, Valle Consultants stressed the need for health programs dealing with both physical and mental health aspects.

In the years 1949-1951, according to a report of the New York State Department of Mental Hygiene, the rate of first admissions for dementia praecox for Puerto Ricans in New York City was almost twice that for non-Puerto Ricans (1). Puerto Ricans were considered to be affected by what was becoming to be known as the 'maladaptation syndrome' which occurs in individuals subjected to chronic anxiety and frustration. It was said that these individuals suffered from a decline in the higher integrative functions (to the extent, that patient behavior was indistinguishable from that observed in patients with organic brain diseases.) Data from the New York State Department of Mental Hygiene 1967, indicated a rate of first admissions for schizophrenia to civil state mental hospitals of New York State, of 102.5 per 100,000 for Puerto Ricans, in contrast to a rate of 34.5 per 100,000 for the population at large (8). Fitzpatrick (8) argues whether the maladaptation of Puerto Ricans is not due to the effects of migration and the shock of uprooting but to intercultural misunderstanding.

Behavior which is understandable to Puerto Ricans, is labeled schizophrenia by non-Puerto Ricans. An aspect to be considered here is the inadequacy of mental health facilities for Puerto Ricans in the country, and the lack of trained personnel to effectively service this population. In a study regarding the mental health status of Puerto Ricans, Stycos (8) observed family strains and personality characteristics which could provoke mental disorder. Baytagh (2) in studying 32 families, observed the following family dynamics:

1. high prohibition of aggression in the child;
2. high parental restrictiveness and control;
3. strong emphasis on obedience;
4. high achievement goals;
5. low expression of affection toward the child after a certain age

A study by Rogler and Hollingshead in 1965 (8) found that schizophrenia was the most common form of mental illness among 1500 Puerto Rican patients at the only public mental hospital in Puerto Rico. It was estimated that at least 10,000 other psychotics were living with their families. It was believed that at an identifiable period in the life of the schizophrenic, a convergence of cultural strains and socio-economic pressures had apparently led to the psychotic break. Those cultural factors were defined as:

1. contradictions in the values which govern males, in contrast to females (which may lead to anxieties in the man about machismo, in the female, to a martyr complex or excessive fear resulting from cloistering);

2. problems centering on the mother-son relationship (which may lead to frustration in son);

3. severe depression may develop in women who seek to respond to an idealized female role;

4. hostility against authority figures since authority patterns are strong;

5. a potential for violence when personal dignity and the emphasis on respect build up

Puerto Ricans resort to spiritualism as a form of psychotherapy (22). Schizophrenia is viewed "as a disturbance by the spirits," and this prevents the classification of schizophrenics as 'crazy.' Within the group setting the abnormal behavior is given an acceptable meaning by the community.

Review of Self-Concept of Puerto Ricans:

Mathew (15) categorizes the Puerto Rican population into three parts:

1. the Puerto Rican-Puerto Rican;
2. the transitional Puerto Rican;
3. the New York born and bred Puerto Rican;

The Puerto Rican-Puerto Rican are those born and bred on the island, and in a sense cultural and psychological visitors to New York. Their behavior is often escapist. They state that their main concern is Puerto Rico and that they will return some day. Their temporary outlook prevents them from getting involved in school or community activities. Thus, their children suffer from this outlook. In terms of self-concept, they are the most stable, as they see themselves only as Puerto Rican, and do not plan to stay very longon the mainland.

The transitional Puerto Ricans have been here so long that they have accepted the American way of speech, dress, and other customs. However, they claim to be Puerto Ricans and prove this by returning frequently to the island, though they have become more a part of New York, than of Puerto Rico. Their self-concept is difficult to define as they fluctuate between two cultures. From this group come the organizers of the Puerto Rican community. The New Yorican makes up the bulk of the pre-school, school age and young adult population. They are mostly born here, or were brought to New York at a very young age. Their personality can be described as: "betwixt and between," men without a country, neither accepted by the dominant culture nor accepted by other Puerto Ricans. However, in spite of their identity confusion, they represent the hope and leadership of the Puerto Rican community. They see themselves as part of New York, and are determined to make good here.

Delgado (6) discusses the Puerto Rican identify in relation to the discrimination which Puerto Ricans face in this country. Firstly, discrimination in Puerto Rico is mainly based on class rather than race. Puerto Ricans are a result of African, Indian, and Spanish mixtures, and therefore, they come in many shades. However, the United States primarily differentiates between whiteness and blackness. Therefore, the Puerto Rican is in conflict as he is caught in the middle.

Upon arriving here, the Puerto Rican is classified racially and his life is governed by that classification. But the Puerto Rican focuses not on a person's skin pigmentation or even one's ability to compete, but on the person's goodness and worth. In summary, Delgado states that identity confusion is the cause of psychological problems among Puerto Rican youth (for example, high rate of drug addiction.)

The importance of a positive self-concept has been the aim of much research (4, 10, 13, 16,) Owen (19) studied self-concept in relation to learning. He concluded that the disadvantaged student feels more negative about himself as a learner than the non-disadvantaged. Owen also found that self-concept as a learner is more closely related with socio-economic conditions than with race. Rivera (20) and others (5, 12,) state that with the introduction of bilingual-bicultural education childrens' self-concept has become more positive. In her study, she found that a bilingual and bicultural atmosphere generated greater feelings of acceptance and self-worth among the Puerto Rican pupils.

A positive self-concept is extremely important in the development of a child. Watson (26) examined self-concept in relation to discrimination. He states that if a young child encounters discrimination in his process of development, he will incorporate various negative stereotypes into he sense of identity. This will affect his self-realization and emotional stability.

This study will attempt to discover what scars have been sustained by examining the self-concept of Spanish dominant and English dominant Puerto Ricans as a clue to the overall effects of migration on the Puerto Rican people.

CHAPTER III

METHOD

Rosenberg (21) defines self-esteem as what an individual feels about himself. The person with high self esteem simply feels that he is a person of worth, and he respects himself for what he is. He does not consider himself better than others, but equal. He accepts his limitations, and inadequacies, but with confidence that he can overcome them. Conversely, low self-esteem signifies that the individual does not respect or value the self he sees. There is self-rejection and self-contempt toward the self.

In order the study the self-concept of Puerto Ricans two groups were compared; the Spanish dominant and the English dominant. The Spanish dominant group consisted of students born in Puerto Rico and who prefer their native language. The English dominant group were those students raised on the mainland and whose primary language is English. Self-concept will be viewed in terms of the nine different factors on the scale duveloped by Rosenberg, and how these groups score on the scale.

Setting:

This study was conducted at the Roberto Clemente Center (Auxiliary Services for Board of Education) located in the Bronx, New York.

The school provides an alternative to the traditional form of education. Students here work at their own pace toward their high school equivalency diploma. The school is predominantly black and Hispanic.

Sample:

The population chosen at random consisted of forty Puerto Ricans from the Roberto Clemente Center. There were two groups: the Spanish dominant group, and the English dominant group. In each group there 10 women and 10 men. The only criteria for selection was that they have a 6.5 reading level or better. All are from the low socio-economic stratum. The average age for each group was: Spanish dominant males - 22 years old; Spanish dominant females - 22 years old; English dominant males - 22 years old; and English dominant females-18 years old.

Method of Gathering Data:

Students were selected based on their language dominance, yet even Spanish dominant subjects were required to have a standardized reading test grade norm of 6.5 or better.

Instrument:

The Rosenberg Self-Esteem Scale was used. This scale measures self-concept by using nine components. Those components and the range of possible scores are:

1. Self-Esteem Index - (20-50)
2. Stability of Self Index - (13-22)
3. Faith in People index - (15-20)
4. Sensitivity to Criticism - (8-14)
5. Depressive Affect Index - (14-27)
6. Daydreaming Index - (11-16)
7. Psychosomatic Symptoms Index - (20-50)
8. Interpersonal Threat Index - (8-12)
9. Intensity of Discusion Index - (4-10)

High scores would indicate high self-esteem. Whereas, low scores would indicate low self-esteem. Each question was graded on the basis of whether it represented low or high self-esteem. Scores were computed by the following system. A 5 point scale received 1 to 5 points depending on the degress of self-confidence. A 4 point scale received 2 to 5 points. A 3 point scale received 2 to 4 points. A 2 point scale received 3 to 4 points. This method was necessitated by the fact that the Rosenberg Self-Esteem Scale unfortunately uses scales of different lengths. For the benefit of the Spanish dominant subjects the Rosenberg Self-Esteem Scale was translated into Spanish. All subjects were presented with the same instrument that had the English items with the Spanish translation. A copy of the instrument and translation are found in the Appendix.

Procedure:

The students were randomly selected and were asked by a guidance counselor if they would participate in a study that was being conducted. All agreed.

The researcher was given a room and then the students were sent to her. The testing was done in two shifts. The students came in one by one and sat, waiting for instructions. Once all the students were seated, the questionnaires were given out. The directions were as follows: "I am conducting a study on how Puerto Ricans see themselves. Please answer the questionnaire as honestly as possible. You will not be judged or penalized for your answers. If you have any questions, please do not hesitate to raise your hand, and I will come to your assistance. You can take as long as you find necessary." For the benefit of the Spanish dominant group, the above instructions were given in Spanish.

Generally, the students took about 15 to 30 minutes to complete the questionnaire. They were extremely cooperative. If a question was not clear, they requested assistance and then proceeded on.

CHAPTER IV

FINDINGS AND DISCUSSION

In the Self-Esteem Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 39.9 (SD= 4.4)

Spanish dominant females: 38.3 (SD=3.5)

English dominant males: 40.7 (SD= 2.4)

English dominant females: 39.0 (SD= 4.2)

In the Stability of Self Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 17.7 (SD= 1.5)

Spanish dominant females: 17.7 (SD= 2.4)

English dominant males: 17.7 (SD= 2.0)

English dominant females: 17.7 (SD= 2.0)

In the Faith in People Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 16.9 (SD= 1.0)

Spanish dominant females: 17.5 (SD= 1.0)

English dominant males: 16.4 (SD= 1.2)

English dominant females: 16.9 (SD= 1.0)

In the Sensitivity to Criticism Index there were significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 11.2 (SD= 1.6)

Spanish dominant females: 10.6 (SD= 1.6)

English dominant males: 10.5 (SD= 1.6)

English dominant females: 10.0 (SD= 1.2)

Men scores higher than women indicating less sensitivity to criticism and representing higher self-concept. Sensitivity is acceptable in women and discouraged in men. Greater sensitivity in women may reflect merely their willingness to admit it. Whereas with men less sensitivity may be part of their role as 'machos.'

In the Depressive Affect Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 22.7 (SD= 2.3)

Spanish dominant females: 22.4 (SD= 3.0)

English dominant males: 23.1 (SD= 4.0)

English dominant females: 23.6 (SD= 4.0)

In the Daydreaming Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 13.6 (SD= 2.0)

Spanish dominant females: 14.0 (SD= 1.0)

English dominant males: 14.1 (SD= 2.0)

English dominant females: 13.4 (SD= 1.3)

In the Psychosomatic Symptom Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 38.0 (SD= 6.1)

Spanish dominant females: 33.5 (SD= 6.0)

English dominant males: 38.7 (SD= 5.0)

English dominant females: 38.4 (SD= 6.0)

In the Interpersonal Threat Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 10.5 (SD= 1.4)

Spanish dominant females: 10.2 (SD= 2.0)

English dominant males: 10.0 (SD= 1.4)

English dominant females: 9.3 (SD= 1.0)

In the Intensity of Discussion Index there were no significant differences between the four groups. The group means and standard deviations were:

Spanish dominant males: 6.9 (SD= 1.3)

Spanish dominant females: 6.0 (SD= 1.0)

English dominant males: 6.7 (SD= 1.4)

English dominant females: 6.9 (SD= 1.2)

TABLE 1

ANALYSES OF VARIANCE OF 40 PUERTO RICAN ADULT RESPONSES ON THE ROSENBERG SELF-ESTEEM SCALE CLASSIFIED AS TO SEX AND LANGUAGE DOMINANCE

Source	Sum of Squares	DF	Means Square	F
Self Esteem				
Sex	27.22	1	27.22	1.8
Language Dominance	5.62	1	5.62	.37
Interaction	.03	1	.03	.00
Within	541.94	36	15.05	
Total	541.97	39		
Stability of Self				
Sex	1.60	1	1.60	.50
Language Dominance	3.60	1	3.60	1.11
Interaction	1.60	1	1.60	.50
Within	117	36	3.25	
Total	118.60	39		
Faith in People				
Sex	3.02	1	3.02	3.32
Language Dominance	3.02	1	3.02	3.32
Interaction	.03	1	.03	.03
Within	32.74	36	.91	
Total	32.77	39		

***Note: All F ratios are nonsignificant except those with an asterisk

TABLE 1 (CONTINUED)

ANALYSES OF VARIANCE OF 40 PUERTO RICAN ADULT RESPONSES ON THE ROSENBERG SELF-ESTEEM SCALE CLASSIFIED AS TO SEX AND LANGUAGE DOMINANCE

Source	Sum of Squares	DF	Means Square	F
Sensitivity to Criticism				
Sex	11.2	1	11.02	4.14*
Language Dominance	.22	1	.22	.08
Interaction	2.03	1	2.03	.80
Within	95.74	36	2.66	
Total	97.77	39		
Depressive Affect				
Sex	0.10	1	0.10	.01
Language Dominance	6.40	1	6.40	.68
Interaction	1.60	1	1.60	.17
Within	340.30	36	9.45	
Total	341.90	39		
Daydreaming				
Sex	.22	1	.22	.12
Language Dominance	.02	1	.02	.01
Interaction	3.03	1	3.03	1.6
Within	67.94	36	1.89	
Total	70.97	39		

***Note: All F ratios are nonsignificant except those with an asterisk

TABLE I (CONTINUED)

ANALYSES OF VARIANCE OF 40 PUERTO RICAN ADULT RESPONSES ON THE ROSENBERG SELF-ESTEEM SCALE CLASSIFIED AS TO SEX AND LANGUAGE DOMINANCE

Source	Sum of Squares	DF	Means Square	F
Psychosomatic Symptoms				
Sex	57.60	1	57.60	1.7
Language Dominance	78.40	1	78.40	2.3
Interaction	44.10	1	44.10	1.3
Within	1219	36	33.86	
Total	1263.10	39		
Interpersonal Threat				
Sex	2.50	1	2.50	1.3
Language Dominance	4.90	1	4.90	2.5
Interaction	.40	1	.40	.20
Within	71.60	36	1.99	
Total	72			
Intensity of Discussion				
Sex	1.22	1	1.22	1.0
Language Dominance	1.22	1	1.22	1.0
Interaction	3.03	1	3.03	2.1
Within	52.34	36	1.45	
Total	55.37	39		

***Note: All F ratios are nonsignificant except those with an asterisk.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Forty Puerto Rican young adults, divided equally for sex and language dominance were selected from an Alternative Education High School in the Bronx, New York. The Rosenberg Self-Esteem Scale was translated and both the English and Spanish dominant groups were presented with the Scale and its translation. Nine measures of self-concept were obtained.

No significant differences between the two language groups were found on any measure. Significant differences (P .05) were found between the sexes on the Sensitivity to Criticism Index. Males reported themselves as less sensitive to criticism than females. No significant differences were found on any interaction effect on any of the nine measures.

Has migration affected the self-concept of Puerto Ricans? As researchers point out a small sample is sensitive to major changes. No major effects upon self-esteem attributable to migration were detected. This is consistent with the findings of Fitzpatrick (8) that problems with Puerto Ricans are attributable to intercultural misunderstanding and not to migration.

However, subtle differences between the Spanish dominant and English dominant Puerto Ricans may exist that could be detected by a larger sample. Another study with about 30 in each group might detect such subtle differences.

To categorize Puerto Ricans on the basis of "Migration Problems" is consequently at best an oversimplification. It becomes necessary, therefore, to provide mental health services to Puerto Ricans by individuals who are aware of the Puerto Rican language and culture.

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APPENDIX A

PLEASE CHECK THE ANSWER WHICH MOST DESCRIBES YOU.
CONTESTE LA PREGUNTA QUE MEJOR LO DESCRIBE.

1. I feel that I'm a person of worth, at least on an equal plane with others. (I)
Me considero una persona de valor, igual a los de mas.

   1. strongly agree - estoy completamente de acuerdo.....____
   2. agree - estoy de acuerdo.....____
   3. disagree - no estoy de acuerdo.....____
   4. strongly disagree - estoy opuesto completamente.....____

2. I am able to do things as well as most other people. (I)
Hago cosas tan bien como los de mas.

   1. strongly agree - estoy completamente de acuerdo.....____
   2. agree - estoy de acuerdo.....____
   3. disagree - no estoy de acuerdo.....____
   4. strongly disagree - estoy opuesto completamente.....____

3. I take a positive attitude toward myself. (I)
Tengo una actitud positiva hacia mi persona.

   1. strongly agree - estoy completamente de acuerdo.....____
   2. agree - estoy de acuerdo.....____
   3. disagree - no estoy de acuerdo.....____
   4. strongly disagree - estoy opuesto completamente.....____

4. On the whole, I am satisfied with myself. (I)
Por lo general, estoy satisfecho conmigo mismo.

   1. strongly agree - estoy completamente de acuerdo.....____
   2. agree - estoy de acuerdo.....____
   3. disagree - no estoy de acuerdo.....____
   4. strongly disagree - estoy opuesto completamente.....____

5. I wish I could have more respect for myself. (I)
Desearía tener mas respeto por mi mismo.

   1. strongly agree - estoy completamente de acuerdo.....____
   2. agree - estoy de acuerdo.....____
   3. disagree - no estoy de acuerdo.....____
   4. strongly disagree - estoy opuesto completamente.....____

6. I feel that I have a number of good qualities. (I)
Creo tener un numero de buenas cualidades.

   1. strongly agree - estoy completamente de acuerdo.....____
   2. agree - estoy de acuerdo.....____
   3. disagree - no estoy de acuerdo.....____
   4. strongly disagree - estoy opuesto completamente.....____

APPENDIX A

7. I feel I do not have much to be proud of. (1)
No creo tener nada de que sentirme orgulloso.

1. strongly agree - estoy completamente de acuerdo.....____
2. agree - estoy de acuerdo.....____
3. disagree - no estoy de acuerdo.....____
4. strongly disagree - estoy opuesto completamente.....____

8. Some days I have a very good opinion of myself, other days I have a very poor opinion of myself. (2)
Unos dias tengo una opinion positiva de mi mismo, otros dias tengo una opinion negativa.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

9. All in all, I am inclined to feel that I am a failure. (1)
En total, me siento desvalorisado.

1. strongly agree - estoy completamente de acuerdo.....____
2. agree - estoy de acuerdo.....____
3. disagree - no estoy de acuerdo.....____
4. strongly disagree - estoy opuesto completamente.....____

10. Does your opinion of yourself tend to change a good deal, or does it always continue to remain the same? (2)
¿Tu opinion hacia ti mismo siempre es la misma o cambia?

1. changes a great deal - cambia mucho.....____
2. changes somewhat - cambia un poco.....____
3. changes very little - cambia muy poco.....____
4. does not change at all - nunca cambia.....____

11. Human nature is really cooperative. (3)
La humanidad es muy cooporativa.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

12. Some people say that most people can be trusted. Others say you cannot be too careful in your dealings with people. How do you feel about it? (3)
Algunas personas dicen que se puede confiar en los demas. Otras dicen que no se puede tener muchas confianza en los demas. ¿Que opinas tu?

1. most people can be trusted - se puede confiar en la majoria de las personas.....____
2. you cannot be too careful - uno nunca puede estar muy seguro de los demas.....____

13. I certainly feel useless at times. (1)
Siento no tenor valor a veces.

1. strongly agree - estoy completamento de acuerdo.....____
2. agree - estoy de acuerdo.....____
3. disagree - no estoy de acuerdo.....____
4. strongly disagree - estoy opuesto completamente.....____

14. I have noticed that my ideas about myself seem to change very quickly. (2)
He notado que la opinion personal de mi mismo cambia a menudo.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

15. On the whole, how happy would you say you are? (5)
¿Por lo general, te consideras feliz?

1. very happy - sumamente féliz.....____
2. fairly happy - bastante féliz.....____
3. not very happy - infeliz.....____
4. very unhappy - muy infeliz.....____

16. At times I think I am no good at all. (1)
A veces creo no valer nada.

1. strongly agree - estoy completamente de acuerdo.....____
2. agree - estoy de acuerdo.....____
3. disagree - no estoy de acuerdo.....____
4. strongly disagree - estoy opuesto completamente.....____

17. If you don't watch yourself, people will take advantage of you. (3)
Si no te cuidas, abusarán de tu buena bondad.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

18. How sensitive are you to criticism? (4)
¿Eres sensitivo de las criticas?

1. extremely sensitive - sumamente sensitivo.....____
2. quite sensitive - muy sensitivo.....____
3. somewhat sensitive - un poco sensitivo.....____
4. not sensitive - no soy sensitivo.....____

APPENDIX A

19. Do you ever find that on one day you have one opinion of yourself and on another day you have a different opinion? (2)
¿Te encuentras un dia teniendo una opinion de ti mismo, y el proximo dia teniendo una opinion completamente diferente?

1. Yes, this happens often - si, esto me pasa a menudo.....____
2. Yes, this happens sometimes - si, esto me pasa a veces..____
3. Yes, this rarely happens - si, esto casi nunca me pasa..____
4. No, this never happens - no esto nunca me pasa.....____

20. No one is going to care much what happens to you, when you get right down to it. (3)
A nadie le importa si algo te pasa.

1. agree - estoy de acuerdo.....____
2. disagree - no esto de acuerdo.....____

21. In general, how would you say you feel most of the time - in good spirits or in low spirits? (5)
¿En general, como te sientes, te sientes bien o de mal humor?

1. very good spirits - de buen humor.....____
2. fairly good spirits - bastante bien.....____
3. neither good nor low spirits - ni mal ni bien.....____
4. fairly low spirits - bastante mal.....____
5. very low spirits - sumamente mal.....____

22. Criticism or scolding hurts me terribly. (4)
La critica o el regaño me molesta.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

23. I feel that nothing, or almost nothing, can change the opinion I currently hold of myself. (2)
Practicamente nada, puede cambiar la opinion que yo tengo de mi mismo.

1. agree - estoy do acuerdo.....____
2. disagree - no estoy de acuerdo.....____

24. Would you say that most people are more inclined to help others or more inclined to look out for themselves? (3)
¿Dirías que las personas tienen un tendencia de ayudar a otras personas, o solamente a si mismo?

1. to help others - a ayudar a otros.....____
2. to look out for themselves - preocuparse por si mismo...____

APPENDIX A

5. On the whole, I think I am quite a happy person. (5)
Por lo general, creo que soy una persona feliz.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

6. How disturbed do you feel when anyone laughs at you or blames you for something you have done wrong? (4)
¿Te molestas cuando alguien se te rié o te acusa de algo que hiciste mal?

1. deeply disturbed - profundamente disturbado.....____
2. fairly disturbed - disturbado.....____
3. not disturbed - no me disturba.....____

7. Most of the time I would rather sit and daydream than do anything else. (6)
La mayoría del tiempo, prefiero sentarme y soñar en vez de hacer algo importante.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

3. Do you ever have trouble getting to sleep or staying asleep? (7)
¿Tienes dificultad en dormirte?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

). I get a lot of fun out of life. (5)
Yo disfruto mucho de la vida.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

). Are you ever troubled with sick headaches? (7)
¿Te molestan los dolores de cabeza?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

. I wish I could be as happy as others seem to be. (5)
Quisiera ser tan feliz como los de mas.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

APPENDIX A

32. Are you bothered by nervousness? (7)
¿Eres una persona que sufre de los nervios?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

33. How often do you feel downcast and dejected? (5)
¿A menudo te sientes deprimido o solitario?

1. very often - casi siempre.....____
2. fairly often - a menudo.....____
3. occasionally - a veces.....____
4. rarely - casi nunca.....____

34. I guess you could call me a "dreamer". (6)
Se me podría considerar un(a) soñador(a).

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

35. Do you ever bite your fingernails now? (7)
¿Te comes las uñas?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

36. Are you ever bothered by nightmares? (7)
¿Sufres de pesadillas?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

37. Do you often find yourself daydreaming about the type of person you expect to be in the future? (6)
¿Sueñas a cerca de la clase de persona que quieres ser en el futuro?

1. very often - siempre.....____
2. sometimes - a veces.....____
3. rarely or never - casi nunca.....____

APPENDIX A

38. When current events are discussed, I often prefer to say nothing at all than to say something that will make a bad impression. (8)
Cuando se discuten temas presentes prefiero decir nada, en vez de decir algo que projecte una mala impression.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

39. Do your hands ever tremble enough to bother you? (7)
¿Tiemblan tus manos lo suficiente para molestarte?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

40. I daydream a good deal of the time. (6)
Sueño la mayoría del tiempo.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

41. Would you say you discuss current events? (9)
¿Dirías que discutes temas presentes?

1. a great deal - mucho.....____
2. a fair amount - bastante.....____
3. very little - un poco.....____
4. not at all - nunca.....____

42. Are you ever bothered by your heart beating hard? (7)
¿Te molestan las palpitaciones fuerte?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

43. If you were to offer your opinion on some important topic of current events, and someone were to laugh at you for it, how would this make you feel? (8)
¿Si tu fueras a expresar tu opinion sobre un tema presente, y alguien se te riera, como te sentieras?

1. deeply hurt and disturbed - herido y molestado.....____
2. somewhat hurt and disturbed - un poco herido y molestado____
3. would not bother me very much - no me molestaría.....____

APPENDIX A

4. Are you ever bothered by pressures or pain in the head? (7)
¿Haz alguna vez sentido fuertes palpitaciones en la cabeza?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

5. In discussions of current events, I think I would prefer to say nothing at all than to say something that will make people angry with me. (8)
Cuando discutimos temas presentes prefiero no decir nada a decir algo que causaria la furia del resto de las personas.

1. agree - estoy de acuerdo.....____
2. disagree - no estoy de acuerdo.....____

6. Are you ever troubled by your hands sweating so that they feel damp and clammy? (7)
¿Te molestan las manos sudadas o pegajosas?

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

7. When you and your friends discuss current events, what part do you usually take? (9)
¿Cuando tu y tus amigos discuten temas presentes cual es el papel que tu tomas?

1. just listen - solo escucho.....____
2. express an opinion once in a while - doy mi opinion de vez en cuando.....____
3. take an equal share in the conversation - toma parte en la conversacion.....____
4. try to convince others - trato de convencer a los de mas____

8. Are you ever bothered by shortness of breath when not exercising or not working hard?
¿Tienes dificultad respirando cuando no estás haciendo ejercicios o trabajando fuerte? (7)

1. often - a menudo.....____
2. sometimes - a veces.....____
3. almost never - casi nunca.....____
4. never - nunca.....____

DID YOU READ THIS QUESTIONNAIRE IN SPANISH OR ENGLISH?
¿LEISTE EL QUESTIONNARIO EN INGLÉS O ESPAÑOL?

Sex / / Female / / Male / / Sexo masculino / / Sexo femenino